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ABSTRACT

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Learning Package #1

Developing Oral Language

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Oral Language

(All references are fully documented in enclosed bibliography, or on referenced list attached to this lecture.)

by Zhang Hong

Lecture

When we talk about oral language development across the curriculum, we do not mean teaching children to speak or talk as much as improving their abilities to talk or communicate more effectively. At the basic level, oral language means communicating with other people. As we progress in language learning, we begin to admire people who speak intelligently and convincingly. We also expect that we can learn to talk like Dan Rather or Johnny Carson. Speech at this level is not simply basic communication; it involves thinking, knowledge and skills. It also requires practice and training. How can we help our children to develop oral proficiency? What do we need to do as teachers to facilitate that development? These are the questions we will discuss in this lecture.

Oral language acquisition for children is a natural process. They learn it almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice. In terms of techniques, Holbrook (1983) sets out three criteria for oral language competence --

fluency, clarity and sensitivity. To help children achieve these levels of development is our responsibility as educators.

In order to find out what we should do to promote our goal of oral language development, let's review some classroom research. Many studies have indicated that oral language development has largely been neglected in the classroom (Holbrook, 1983). Oral language, even though used by the teacher, is not functioning as a means for students to gain knowledge and to explore ideas. Most of the time, oral language in the classroom is used more by teachers than students.

Underlying this phenomena, there are two faulty assumptions. One of these assumptions is that the teacher's role is to teach -- and to teach means to talk. Accordingly, teachers spend hours and hours teaching by talking while the children sit listening passively. Such conventional teaching-learning is one of the obstacles preventing the development of oral language. Children leaving these classrooms tend to be passive in their learning attitudes, and "disabled" in their learning abilities as well. The second assumption is based on the fact that children start learning and using oral language long before they go to school. Therefore, it is assumed that the major learning tasks for children in school are reading and writing, which are believed to be the two aspects of literacy.

In one investigation Staab (1986) reported a steady decline of the use of oral language in classrooms as a major reason for the decline of student's abilities to reason and to forecast as they progressed from lower to higher grades. Such a phenomenon is found not only in the language arts classroom, but also in other classrooms. According to Staab's and other researchers' observations (Britton, 1970; Flanders, 1970; Blumenfeld and Meece 1985), classrooms are dominated by the teachers talking and workbook exercises. Researchers call this phenomenon "teachers-talk-students-listen" or "teacher-dominated." Despite the research efforts to call attention to this problem, very little has been done to change the situation in the past decade (Blumenfeld & Meece, 1985).

Another result of teacher-dominated classrooms is the negative effect upon children's attitudes toward learning. Operating under the two above-mentioned faulty assumptions, teachers often fail to see that literacy learning is a continuum -- an on-going process of learning -- for children. Learning before going to school and in school often are viewed as separate processes. Oral language, which is the major learning instrument for children before going to school, is no longer available. Confronted with new tasks of learning to read and write while being deprived of their only learning tool, children tend to feel depressed and frustrated. Learning begins to loom large, and schooling gradually

becomes routine. This is exactly the situation discussed in Staab's investigation. After a few years students will have become programmed to a kind of passive learning atmosphere--the teacher talks, they listen and do their homework. Here, learning simply means taking whatever is given. In this type of classroom environment, students may learn some basic skills of reading and writing. However, they will not learn how to think critically and to make sound judgments of their own.

Staab speculates that we teachers have often become "so involved with establishing routine, finishing the textbook, covering curriculum, and preparing students for standardized tests that we have forgotten one of our original goals, that of stimulating thought (p.293)." Though Staab's speculation sounds critical, he does provide us with a thought-provoking explanation of the relationship between oral language development and thinking abilities development. As a matter of fact, such a lamenting of the oral language situation in our school curricula is not unique to Staab. Many studies conducted in the past decade have reached similar conclusions.

From the preceding discussion, we can see that oral language is indeed an important link in the process of children's learning and thinking development. It is not merely a language issue; it is also an intellectual issue. It deserves serious attention from both teachers and researchers. From the perspective of

language development, oral language provides a foundation for the development of other language skills. For most children, the literacy learning process actually begins with speaking -- talking about their experiences, talking about themselves. It is through speech that children learn to organize their thinking and focus their ideas. The neglect of oral language in the classroom will not only destroy that foundation; it will severely hinder the development of other aspects of language skills.

Current research literature on critical thinking and cognitive development indicates that the development of language has a close relationship to the development of thinking abilities. Language, according to this research, is an important means for thinking development. This is especially true for elementary students. Before achieving proficiency in reading and writing -- and even after proficiency in reading and writing have been obtained -- oral language is one of the major means of learning and acquiring knowledge. Throughout life, oral language skills remain essential for engagement in intellectual dialogue, and for communication of ideas.

Given this understanding of the importance of oral language skills, we need to reflect on our attitudes toward the teaching-learning relationship. First of all, we need to overcome the faulty assumptions mentioned before. As teachers, we should not assume the role of an authoritarian knowledge giver. Instead, we

should see ourselves as a friend facilitating students' learning. In emphasizing the role of oral language in the classroom, we are by no means implying that the teacher's role is not important; on the contrary, we present a more demanding task for the teachers. To facilitate a learning process in which the children are given both opportunity and encouragement to speak and to explore their own thinking, the teacher has to do more than telling children what he or she means, or what the text means. Instead, the teacher has several different roles to play.

According to Corson (1987), the first and foremost thing a teacher needs to do is to earn the confidence and trust of the children by "revealing genuine friendliness, unconditional acceptance, warmth, empathy and interest in all dealings with the child." (p. 41) A close relationship between teacher and child is crucial in creating a learning/teaching environment that will benefit both sides. By speaking freely, without any constraints, a child tends to learn better.

On the basis of such a relationship, the teacher can aim to know the children and to bring their ideas and background knowledge into class learning activities. To achieve this goal, the teacher must be a good and responsive listener to the children's talk. Having a listening audience has a great impact upon a talking child. We can also see this as a rewarding learning process for the teacher, because it is from this process that the

teacher can learn about effective ways to talk with the child, and accordingly to help develop his or her language skills.

However, facilitation of the child's talking in class is not enough for language teaching. This experience only provides an environment conducive to both teaching and learning. At this point, the teacher can raise questions concerning the content of the class or the text. Maintaining the role of a knowing authority, the teacher still needs to persuade the children to talk to learn. Here, one point should be emphasized -- implementation of oral language development across the curriculum requires teamwork. All content-area teachers have to be actively involved in this task. Oral language development requires a collaboration not only between teachers and children, but also among teachers. Our final goal is not only to get children to speak, but to learn and develop through speech. As the children's other language skills develop in the course of time, classroom talk should be directed more toward the goal of exploring ideas of texts read, and sharpening the thoughts of the students.

As suggested by Athey (1983), the teacher should pose questions that will challenge the children's thinking and knowledge and thereby lead the classroom activities into exploration of ideas. By so doing, we will not only bring into play the children's oral language, but also their thinking skills. Some of the examples we have included in this package are from content area classrooms.

"Speaking to learn" seems to be the working principle in all of these examples.

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Debate and Communication Skills

by Nola Kortner Aiex

Most parents are happy when their elementary school age children manifest an interest in little league baseball, after-school soccer, or beginning track-and-field. Parents feel that athletics can teach their youngsters how to compete with others and also how to function as part of a team. There is, however, another activity which can help young children learn to be part of a team but which places less emphasis on competition and which is, in addition, less gender specific than athletics. That activity is debate.

According to one educator (Lybbert, 1985), the debate discipline has three goals: (1) the enhancement of critical thinking and reasoning abilities; (2) academic advancement or development; and (3) the promotion of communication skills. For young children, the focus can be on the development of oral communication skills. And beginning a debate program with young children in elementary school can go a long way toward removing the somewhat elitist aura that surrounds debate in high school and college.

KIDSPEAK

Littlefield and Littlefield (1989) have developed an innovative after-school program for grades three through six which was specifically designed to teach oral communication skills to children. The program is called KIDSPEAK and was initiated in 1987. Debate represents only one of the units contained in the program, along with such topics as oral reading, listening, creative expression, storytelling, communication etiquette, etc. Teachers who were interested in the debate activity were given a short training session and access to additional help if they felt they needed it.

Debate concepts are presented to the children in simplified form in lessons lasting 15 or 20 minutes. Each lesson emphasizes a certain skill and contains a writing exercise. For example:

"Lesson #6: Good Behavior for the Answerer. When you are answering questions, there are certain rules you should follow:

- Stand so you may see the questioner and the audience.
- If the questioner asks you to keep your answers brief, you are obliged to do what you are told.
- It is not proper to answer a question with another question.
- When asked a question, the speaker may not ask anyone else to answer.

"Working in pairs, practice giving answers in a courteous way. Remember the rules and try to answer each question in as complete a way as possible.

"Now—write down some questions here that you can use in practice."

Debate topics were chosen by the children but were subject to teacher approval. The topics ranged from the personal (often chosen by the younger children) to the political and environmental—the Panama Canal Treaty and smokers' rights, for example. Carre (1987) describes a similar classroom project in which seven-year-olds debated the controversial environmental issue of the building of a new road to their town.

The KIDSPEAK project culminated in a debate presented for the students' parents who were pleased with the results and with their children's mastery of debate concepts at such a young age.

Middle Schools

The Florida Department of Education introduces debate into the curriculum as early as middle school or junior high school (Curriculum Frameworks grades 6-8, 1986). A program such as KIDSPEAK would be an excellent introduction for the more structured course in speech and debate for middle schools. The Florida program outlines its major concepts/content as follows: "The purpose of this course is to introduce the fundamentals of formal and informal communication. The content should include, but not be limited to, forms of oral communication, techniques of group discussion, fundamentals of parliamentary procedure, elements of debate and debate activities, basic techniques of public speaking, and techniques of evaluation." Among the 11 aims for successfully completing the course are (1) use the minimum essentials of parliamentary procedure; (2) utilize fundamental concepts of debating in debate activities; and (3) identify careers related to successful debating skills.

Since the experts generally agree that communication apprehension increases as the child passes through adolescence, perhaps the earlier introduction of speech/debate courses in the curriculum would allow the student to acquire communication skills more easily.

A Cross-Generational Program

A cross-generational debate program that emphasizes communication skills was developed as a 4-H project in Pennsylvania. Atwater (1984) describes a successful project that included two classes of elementary school children from two different schools who debated the proposal "Resolved, that nuclear power should become our country's primary source for developing electricity in the future." Judges were senior students from the 4-H program, and an adult leader served as an overall moderator. The project generated a sheet entitled "Helpful Tips for the Debater," and successive topics were selected from discussions at 4-H meetings.

The tips sheet includes tips for before the debate (such as, "when introduced, smile and look at the audience"); during the debate ("try to use words that create clear pictures"); and after the debate ("try to evaluate your own presentation"). Additionally, 10 tips on delivery were enumerated—tips which could serve for anyone intent on improving his or her communication skills:

- If you can, practice speaking into a tape recorder. Play it back to yourself. See how many words you slur, mumble, or mispronounce.
- Always practice, but never memorize. Use of notecards should be kept to a minimum.
- Stress the important issues by pausing and/or increasing your volume.
- Gesture naturally, or not at all. Never force gestures.
- Use vocal variety. Do not speak in a monotone.
- Speak clearly, slowly, distinctly.
- Make sure that you have adequate volume.
- Remember to look at the audience, your opponent, and the judge—establish eye contact.
- Watch nervous mannerisms, like playing with your hair, or tapping your pencil on the desk.
- Remember to relax.

Expert Opinions

Sodikow (1985) believes that debate helps students (1) develop the emotional maturity to win and lose graciously; (2) acquire the social skills necessary to work with a colleague and compete against other students; and (3) use spoken English in an increasingly sophisticated way. Huston (1985) stresses that the student should be encouraged to become adaptable to many different styles of communication. McClain (1989) argues that debate should be seen as a cooperative rather than a competitive endeavor.

Some educators feel that debate should become more audience centered and focused on community issues rather than on tournaments (Stepp, 1989). Many college students who are involved in debate feel that the emphasis on tournament debating makes them too argumentative in everyday life. For younger children, a focus on developing communication skills rather than on competition in debate could foster attitudes of open-mindedness, fairness, and tolerance for the viewpoints of others. (Atwater, 1984)

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Clearinghouse on Reading and Communication Skills

Creative dramatics in the language arts classroom

by Bruce Robbins

It is ironic that although most English teachers consider drama to be within their curricular domain, drama is used more often as a teaching method in other disciplines. Dramatic techniques such as role playing and simulations are well documented in social studies and history, business and vocational, foreign language, counseling, and even science classes; but according to recent reports (Applebee, 1984; Goodlad, 1984) dramatic techniques are rarely used to teach language arts classes in the U.S., especially at the secondary level. English teachers tend to relegate drama to theater courses, isolating drama techniques from most English classrooms. Yet, the literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method.

Experts emphasize that using dramatic techniques as a teaching method is not the same thing as teaching theater. Theater is an art form which focuses on a product, a play production for an audience. Drama in the classroom—often referred to as *creative dramatics* to distinguish it from theater arts—is informal and focuses on the process of dramatic enactment for the sake of the learner, not an audience. Classroom drama is not learning *about* drama, but learning *through* drama. Charles Combs (1988) explains:

> *While drama is informed by many of the ideas and practices of theater art, it is principally valued as a learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based in pedagogical, developmental and learning theory as much or more than they are arts based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer. (p.9)*

Drama is a highly valued teaching technique

In dramatic activities, students use and examine their present knowledge in order to induce new knowledge. Bolton (1985) points out that while much school learning is an accruing of facts, drama can help students reframe their knowledge into new perspectives. Dramatic activity is a way of exploring subject matter and its relationships to self and society, a way of "making personal meaning and sense of universal, abstract, social, moral, and ethical concepts through the concrete experience of the drama." (Norman, 1981, p. 50, as quoted by Bolton, 1985, p.155)

According to Dorothy Heathcote (1983), an important value of using drama in the classroom is that "in drama the complexity of living is removed temporarily into this protected bower so that children not only can learn it and explore it, but also enjoy it." (p.701)

Heathcote also emphasizes the way drama encourages enactment of many different social roles and engages many levels, styles, and uses of language. Language is the central tool and concern for Heathcote, who notes the crucial nature of communication in society and places communication at the center of the educational system.

Other researchers and theorists also attribute many benefits to using drama in the classroom. In *Dramatics and the Teaching of Literature*, James Hoetker (1969) contends that drama increases creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature. Hoetker describes drama as a method of better accommodating students whose learning styles are visual or kinesthetic, of teaching critical skills, and of producing aesthetic experiences with literature.

Most of the research on drama in the classroom has been done at the primary level, where drama has been found to improve reading comprehension, persuasive writing, self concepts, and attitudes toward others (Pellegrini and Galda, 1982; Gourgey, 1984; and Wagner, 1987). In her research with high school students, Renée Clift (1983) found that students using dramatic enactment performed as well as students in traditional lecture, discussion, or seatwork modes. Moreover, they experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode.

Benefits can be gained with varied applictions

Drama has many applications in the classroom. The teacher may work *in role*, as Dorothy Heathcote (1985) demonstrates, assuming for herself and her students the "mantle of the expert." With this role-playing technique, teacher and students might assume the attitudes and language of present-day scientists planning a Bronze-Age community; or they could become monks who find an ancient manuscript and must decide what should be done with it.

Whether students become the town council in "The Pied Piper" (Tarlington, 1985), government officials in Farley Mowat's *Never Cry Wolf* (Barker, 1988), or representatives of the publishing industry (Martin, 1982), teacher and students collaboratively construct their imaginary world. The gradual construction and exploration of this world results in a better and more personal understanding of the central issues being studied.

Improvisation takes many useful forms besides role playing. Theater guides like Viola Spolin's classic *Improvisation for the Theatre* (1963) provide a wealth of activities, but the most successful improvisations are those derived from the work at hand. For example, a class might dramatize what it is like to be an outsider while reading Faulkner's "A Rose for Emily" (Bailey, 1982) or might simulate being survivors on a deserted island before beginning Golding's *Lord of the Flies* (Sheehy, 1982). Catherine Hrybyk's (1983) class improvised a trial of Nora Helmer from Ibsen's *The Doll House*, and Helen Sheehy's (1982) students worked in interpretive groups to enact the ways Nora might

Bruce Robbins has taught high school English and drama for 13 years. He is preparing an ERIC/RCS FAST Bibliography on this topic to be available in the fall of 1988.

make her final exit, reflecting all they knew about Nora's character and situation.

Other techniques useful in the classroom are readers' theater and choral readings and writing and producing radio programs, television screenplays, or documentaries. Students develop both an understanding of and appreciation for literary genres and for particular works of fiction by writing scripts from fiction or writing fiction descriptions from play scenes.

Dramatic activity is a useful way to begin a piece of literature or to generate ideas for writing. Drama can encourage students to explore, clarify, and elaborate feelings, attitudes, and ideas. Because drama requires students to organize, synthesize, and articulate their ideas, it provides an excellent opportunity for reflection and evaluation at the conclusion of a unit of study.

The teacher plays the role of facilitator

In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. Hoetker (1969) warns that "the teacher who too often imposes his authority, or who conceives of drama as a kind of inductive method for arriving at preordained correct answers, will certainly vitiate the developmental values of drama and possibly its educational values as well." (p.28)

Classroom drama is most useful in exploring topics when there are no single, correct answers or interpretations, and when divergence is more interesting than conformity and truth is interpretable. As Douglas Barnes (1968) puts it, "Education should strive not for the acceptance of one voice, but for an active exploration of many voices." (p.3)

As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. The teacher encourages students to take the major responsibility for giving meaning to the curricular concepts and to communicate them through action, gesture, and dialogue. Heathcote (1983) says that the teacher and students make a journey into new territory together. Cecily O'Neill (1985) writes, "The dramatic world of educational drama is most valuable both educationally and aesthetically when its construction is shared and its meanings negotiated." (p.160)

Constructing shared, negotiated meanings requires that teachers feel secure enough to give students center stage in the classroom. Practitioners advise interested teachers to begin by devising brief activities, to use familiar subject matter, and to resist making hasty judgments. Hoetker (1969) cautions that "development through drama is a gradual, cumulative process, and it is very uncertain what may be the developmental timetable, especially if drama is only an occasional activity." (p.29) However, with practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire.

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September 1988 DIGEST

Storytelling: Its Wide-Ranging Impact in the Classroom

by Nola Kortner Aiex

Storytelling is a creative art form that has entertained and informed across centuries and cultures (Fisher, 1985), and its instructional potential continues to serve teachers. Storytelling, or oral literature, has many of its roots in the attempt to explain life or the mysteries of the world and the universe—to try to make sense out of things (Tway, 1985). In doing so, the characters and themes in the stories have become cultural and often cross-cultural archetypes of historic and continuing importance (Lasser, 1979). Even in today's technological world, we have not changed to such a degree that the archetypes presented in traditional oral literature are no longer applicable (Livo and Rietz, 1986).

Rosen (1986) enumerates several factors about the universality of narrative that merit consideration: 1) human beings dream and speak to themselves in narrative (inner narrative speech); 2) a basic form of narrative is not only telling but also retelling; and 3) narrative is oral in the sense that an individual can engage with it fully without encountering it in written form. Storytelling, probably the oldest form of narrative in the world, is not the same as reading aloud, because in storytelling, the interaction between teller and listener is immediate, personal, active, and direct. Preece (1987) discusses 14 narrative forms which children use routinely and regularly.

Storytelling in the classroom

In 1984, the commission on Literature of the National Council of Teachers of English applauded an emerging trend in schools and communities which emphasizes storytelling as literature (Suhor, 1984). Numerous articles entered in the ERIC database between 1985 and 1988 discuss the benefits of storytelling in developing language abilities, appreciation of literature, critical thinking and comprehension, and understanding of community and self.

In discussing how storytelling involves the control of language for narrative, for example, Wyatt, *et al.* (1986) describe the application of storytelling in teaching children to write as though they were doing so for media. Alparaque (1988) notes another important benefit related to the development of the appreciation of literature—the power of storytelling to bind attention and to bridge real and imaginary worlds.

George and Schaer (1986) investigated the effects of three mediums for presenting literature to children and discovered that storytelling and dramatization were significantly more effective in facilitating recall of prose content than was television. These findings indicted that storytelling is a viable method for stimulating children's imaginations, ultimately leading to a higher cognitive level in student responses. Reinehr (1987) discusses ways to use mythic literature to teach children about themselves and to help them write their own stories and legends. For very young children, the sequencing of events or the shaping of stories may be difficult, as children tend to ramble. However, sharing stories can give youngsters more of a "sense of story"—an awareness that can help them in both reading and writing. In reading, for example, a sense of story can help children to predict and know what to expect, and to read with more awareness of cause and effect, sequence and other story factors related to comprehension (Kempter, 1986; Trabasso and Van Den Broek, 1985). In writing, children learn to apply such structures while telling their own stories and giving shape to their experiences (Tway, 1985).

Perhaps storytelling's greatest value for a teacher is its effectiveness in fostering a relaxed and intimate atmosphere in the classroom. Scott (1985), an experienced Australian teacher/storyteller, explains how this practical and general objective can relate to the other benefits from using storytelling: It can 1) introduce children to a range of story experiences; 2) provide young students with models of story patterns, themes, characters, and incidents to help them in their own writing, oral language, and thinking; 3) nurture and encourage a sense of humor in children; 4) help put children's own words in perspective; 5) increase knowledge and understanding of other places, races, and beliefs; 6) introduce new ideas and be used to question established concepts without threat to the individual; 7) lead to discussions that are far ranging and often more satisfying than those arising from formal lessons; and 8) serve as the most painless way of teaching children to listen, to concentrate, and to follow the thread and logic of an argument.

Some aids for effective storytelling

To build children's storytelling skills, Plourde (1985) recommends activities that focus on role playing, generating character, helping students find an appropriate voice, and developing the ability to make logical conclusions. Plourde elaborates on a dozen techniques appropriate for children in kindergarten through grade 6. One, for example, has the teacher or one child relate the beginning of a familiar fairy tale and another child make up an entirely new ending.

The United Nations Educational, Scientific and Cultural Organization (1984) offers several suggestions for making

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low-cost crafts materials that facilitate storytelling. Among them is the construction of a simple mini-cinema illustrating sequential events of a story. These stages of the story may then be presented with a flexible strip of drawings operated by pulling a string.

Gross and Batchelder (1986) present exercises for older elementary and middle school students designed to improve group dynamics and create a learning environment for storytelling. One technique involves using a circle to practice games inspired by modern dance education and native American rituals. These exercises help older students who are apt to be self conscious to become more confident, willing to participate, and supportive of the storytelling process.

Music—classical or popular, recorded or live—can also be used to set the scene for storytelling, as can puppets and other simple props. But effective storytelling is a versatile strategy that stirs the imagination and enables children to visualize with few or no visual aids at all.

The classroom teacher as storyteller

For a classroom teacher who wishes to use storytelling, it is best to begin by choosing a simple story with only a few characters and an uncomplicated plot. The story should have action, the plot should be understandable to the listeners, and the events of the story should have a definite climax that leads to a conclusion the students will find satisfactory.

Folk and fairy tales are the easiest kinds of stories for beginning storytellers to communicate (Ramey, 1986; Taub, 1984). In selecting these or any story, it is important to keep in mind the age of the children in the audience. Scott (1985) advises the storyteller to be flexible, to expect unexpected reactions, and to remember that enjoyment should be the first and chief consideration.

Scott and other researchers emphasize that a storyteller need not be a "performer," but rather a person who has good memory and listening skills, who sincerely likes the story chosen for telling, and who knows the story so well that it can be recreated for an audience without any uncertainty or panic. Storytellers who are too "actorish" usually fascinate the audience, but at the expense of the story.

The second consideration in effective storytelling should be to encourage exploration and experimentation with language (Schwartz, 1987). Constructing meaning through use of language is an implicit goal in storytelling. A language development focus can recommend retelling. Stories that are told and retold develop a patina with each new telling. Children's participation in storytelling provides not only novelty to stimulate the child's curiosity, but also enough familiarity to allow a child to perceive relationships and to experience success at using language (Wason-Ellam, 1986).

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

BEST COPY AVAILABLE

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ293061
AU: Adams,-Anthony
TI: Talk and Learning in the Classroom.
PY: 1984
JN: Language-Arts; v61 n2 p119-24 Feb 1984
AV: UMI
NT: (Thematic Issue: Talk)
DE: Elementary-Education; Foreign-Countries; Teacher-Attitudes; Teaching-Methods
DE: *Learning-Processes; *Oral-Language; *Self-Expression
AB: A British educator discusses the role of self-expressive talk in the learning process and the influence of teacher attitudes on learning through language. (HTH)

AN: ED299574
AU: Aiex,-Nola-Kortner
TI: Storytelling: Its Wide-Ranging Impact in the Classroom. ERIC Digest Number 9, 1988.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Elementary-Secondary-Education; Expressive-Language; Learning-Activities; Narration-
DE: *Oral-Language; *Story-Telling
AB: Storytelling, a creative art form with a long history and considerable instructional potential, is increasingly regarded in schools and communities as literature. Recent papers and articles in the ERIC database discuss the use of storytelling in the classroom to develop language abilities, literature appreciation, critical thinking and comprehension, and understanding of community and self. Storytelling is effective in fostering a relaxed and intimate atmosphere in the classroom. Numerous activities can be employed to build children's storytelling skills. For a classroom teacher who wishes to use storytelling, it is best to begin with a simple story with action, a definite climax, and a conclusion the students will find satisfactory, and to remember that enjoyment is the first and chief consideration. The second consideration in effective storytelling should be to encourage exploration and experimentation with language. (Twenty-two references are attached.) (SR)

AN: EJ340125
AU: Akinnaso,-F.-Niyi
TI: On the Similarities between Spoken and Written Language.
PY: 1985
JN: Language-and-Speech; v28 n4 p323-59 Oct-Dec 1985
AV: UMI
DE: Comparative-Analysis; Indigenous-Populations; Language-Research; Linguistic-Theory; Models-; Standard-Spoken-Usage

DE: *Discourse-Analysis; *Language-Styles; *Oral-Language; *Sociolinguistics-; *Written-Language
AB: Examines the nature of the convergent relationship between formal spoken and written discourse by focusing on three issues: (1) spoken vs. written modes; (2) formal vs. informal discourse; and (3) the relationship between oral ritual communication and written language and between ritual/written communication and everyday colloquial language. (SED)

AN: EJ271383
AU: Akinnaso,-F.-Niyi
TI: On the Differences between Spoken and Written Language.
PY: 1982
JN: Language-and-Speech; v25 n2 p97-125 Mar-Jun 1982
AV: Reprint: UMI
DE: Language-Patterns; Language-Research; Language-Universals
DE: *Language-Styles; *Linguistic-Theory; *Oral-Language; *Semantics-; *Syntax-; *Written-Language
AB: Provides a synthesis of findings about lexical and syntactico-semantic differences between spoken and written language. Outlines and critically examines the major theoretical and methodological approaches used in comparative studies of spoken and written language and reexamines the question of how speech and writing relate to prototypical forms of language and meaning. (EKN)

AN: EJ311535
AU: Archer,-Cheryl; And-Others
TI: Research Currents: Responding to Children.
PY: 1985
JN: Language-Arts; v62 n3 p270-76 Mar 1985
AV: UMI
NT: Thematic Issue: Responding to What Kids Are Trying to Do.
DE: College-School-Cooperation; Discourse-Analysis; Elementary-Education; Language-Enrichment; Oral-Language; Teacher-Effectiveness; Teacher-Role; Teaching-Methods
DE: *Child-Language; *Classroom-Research; *Language-Research; *Language-Skills
AB: Discusses the collaboration that developed among two classroom teachers and a university instructor while one of the teachers visited classrooms to investigate the question: How can classroom teachers promote children's language and language skills? (HTH)

AN: EJ373667
AU: Astington,-Janet-W.
TI: Children's Production of Commissive Speech Acts.
PY: 1988
JN: Journal-of-Child-Language; v15 n2 p411-23 Jun 1988
AV: UMI
DE: Age-Differences; Semantics-; Speech-Acts; Verbs-

DE: *Child-Language; *Language-Usage; *Oral-Language
AB: Examines the age at which and the form in which children produce speech acts which commit them to a future action. Results revealed that all of the four- to 11-year-olds produced directive speech acts, but only the older children used the explicit performative verb "promise" to reassure the hearer of their commitment. (Author/CB)

AN: EJ293000
AU: Baghban,-Marcia
TI: The Application of Culturally Relevant Factors to Literacy Programs in Appalachia.
PY: 1984
JN: Reading-Horizons; v24 n2 p75-82 Win 1984
AV: UMI
DE: Cultural-Awareness; Elementary-Secondary-Education; Family-Environment; Family-Influence; Folk-Culture; Reading-Difficulties; Story-Telling
DE: *Cultural-Differences; *Cultural-Influences; *Literacy-; *Oral-Language; *Reading-Instruction; *Regional-Characteristics
AB: Discusses the strong oral tradition in the Appalachia region. Examines conflicts that arise when educators stress the importance of reading and writing to Appalachian children while ignoring the home and regional influences that shape their lives. (FL)

AN: EJ327817
AU: Bailey,-Dora-L.; Vacca,-Richard-T.
TI: Using Language to Gain Insight into Literacy Learning.
PY: 1986
JN: Reading-Horizons; v26 n2 p123-27 Win 1986
AV: UMI
DE: Educational-Theories; Oral-Language; Prediction-; Preschool-Children
DE: *Child-Language; *Language-Acquisition; *Learning-Processes; *Reading-Instruction; *Reading-Strategies; *Schemata-Cognition
AB: Relates a preschool child's experiences with product labels to show how teachers can use such language stories to promote early reading and writing. (FL)

AN: EJ293063
AU: Bayer,-Ann-Shea
TI: Teachers Talking to Learn.
PY: 1984
JN: Language-Arts; v61 n2 p131-40 Feb 1984
AV: UMI
NT: (Thematics Issue: Talk)
DE: Oral-Language; Student-Teacher-Relationship; Teacher-Improvement
DE: *Classroom-Communication; *Content-Area-Writing; *Inservice-Teacher-Education; *Learning-Processes; *Teaching-Methods
AB: Describes a teacher inservice project intended to develop a

language policy for using writing as a learning tool. Argues that the inservice context for teachers as learners is similar to that of the classroom and that the opportunity for talking should likewise be used for learning in the classroom. (HTH)

AN: EJ352428
AU: Bedrosian,-Jan-L.; Willis,-Tracy-L.
TI: Effects of Treatment on the Topic Performance of a School-Age Child.
PY: 1987
JN: Language,-Speech,-and-Hearing-Services-in-the-Schools; v18 n2 p158-67 Apr 1987
AV: UMI
DE: Case-Studies; Kindergarten-; Primary-Education; Syntax-
DE: *Language-Acquisition; *Language-Handicaps; *Oral-Language; *Pragmatics-; *Tenses-Grammar
AB: A language-delayed five-year-old underwent a pragmatic treatment program on topic performance involving the initiation of memory- and future-related topics. Within six months, the child exhibited an increase in such topic initiation and in general level of syntactic development. (Author/CB)

AN: EJ309762
AU: Berry,-Kathleen-S.
TI: Talking to Learn Subject Matter/Learning Subject Matter Talk.
PY: 1985
JN: Language-Arts; v62 n1 p34-42 Jan 1985
AV: UMI
NT: Theme Issue: Making Meaning, Learning Language.
DE: Cognitive-Processes; Elementary-Education; Grade-5; Intermediate-Grades; Language-Processing; Language-Proficiency; Oral-Language
DE: *Child-Language; *Concept-Formation; *Language-Role; *Learning-Processes
AB: Presents conversations of a group of fifth graders collaborating on a social studies task to illustrate how childen use language to learn. Focuses on one student whose oral language was rapid and chaotic but who demonstrated extremely sophisticated and complex structuring of knowledge to understand a particular social studies concept. (HTH)

AN: EJ384126
AU: Bohannon,-John-Neil,-III; Leubecker,-Amye-Warren
TI: Recent Developments in Speech to Children: We've Come a Long Way, Baby-talk.
PY: 1988
JN: Language-Sciences; v10 n1 p89-110 1988
AV: UMI
DE: Child-Language; Listening-Comprehension; Psycholinguistics-

DE: *Discourse-Analysis; *Language-Patterns; *Language-Processing; *Oral-Language
AB: Describes a model that allows children to control the complexity of the speech they hear within conversations on a moment-to-moment basis. Experimental and observational data clearly delineate the reciprocal nature of how speakers "fine-tune" their speech to listeners. The effects of child-directed speech on language development are discussed. (Author/CB)

AN: EJ331939
AU: Bonitatibus,-Gary-J.; Flavell,-John-H.
TI: Effect of Presenting a Message in Written Form on Young Children's Ability to Evaluate Its Communication Adequacy.
PY: 1985
JN: Developmental-Psychology; v21 n3 p455-61 May 1985
AV: UMI
DE: Elementary-Education; Oral-Language; Recall-Psychology; Writing-Processes; Written-Language
DE: *Evaluative-Thinking; *Grade-1; *Reading-Processes; *Verbal-Communication; *Young-Children
AB: Two experiments were conducted to test the hypothesis that first-grade beginning readers could evaluate the referential-communicative adequacy of simple, two-word messages better if they received oral-plus-written messages rather than oral-only messages. Results indicated that oral-plus-written messages were significantly easier for children to evaluate accurately than oral-only ones. (Author/DST)

AN: EJ357971
AU: Brock,-Sue
TI: Talking Helps Young Writers.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n2 p100-19 Jun 1987
AV: UMI
NT: Focused Theme Issue: Talk in Classrooms.
DE: Class-Activities; Communication-Research; Critical-Thinking; Elementary-Education; Protocol-Analysis; Speech-Communication; Speech-Skills; Writing-Instruction; Writing-Skills
DE: *Classroom-Observation-Techniques; *Oral-Language; *Role-Playing; *Teaching-Methods
AB: Discusses ways in which talk during writing and group discussion can help children's writing, including (1) helping teachers learn to listen, (2) teaching children to elaborate and clarify, (3) giving children experience with an audience and reasons for writing, (4) helping children gather ideas and assistance, and (5) teaching children to be critical. (SKC)

AN: EJ319718

AU: Bunbury,-R.-M.; Ross,-K.-N.
TI: How Teacher Education Can Focus on the Teaching of English.
PY: 1985
JN: English-in-Australia; n71 p2-9 Mar 1985
DE: Educational-Research; Elementary-Secondary-Education; Foreign-Countries; Language-Skills; Literature-; Oral-Language; Questionnaires-
DE: *Basic-Skills; *English-Instruction; *English-Teacher-Education; *Learning-Activities; *Literacy-Education; *Teaching-Methods
AB: Identifies six approaches to teaching English practiced by Australian teachers: basic literacy, language meaning, oral language, creative performance, passive listening, and literary discussion. (HOD)

AN: EJ313464
AU: Buss,-Kathleen-Telepak
TI: Melody: Importance in Learning Oral and Book Language.
PY: 1984
JN: Reading-Psychology; v5 n3-4 p298-301 1984
AV: UMI
DE: Child-Language
DE: *Language-Acquisition; *Language-Rhythm; *Learning-Strategies; *Oral-Language; *Written-Language
AB: Reviews the concept that the melodic features of language play a major role in a child's acquisition of both oral and book language. (FL)

AN: EJ274434
AU: Butler-Adam,-Jane-E.
TI: "For Rosemary Who Hardly Ever Spoke."
PY: 1982
JN: Gifted-Education-International; v1 n1 p14-21 1982
DE: Elementary-Education; Language-Patterns
DE: *Expressive-Language; *Gifted-; *Oral-Language; *Speech-Skills
AB: The article summarized findings on the oral output of 40 gifted elementary school children who voluntarily attended language workshop sessions. Students were offered a wide range of oral expression, yet they exhibited haphazard and inconsistent oral abilities. Recommendations are made to improve the linguistic abilities of gifted children. (CL)

AN: EJ357968
AU: Casburn,-Judy
TI: Improving Interactions in a Reception Class.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n2 p75-83 Jun 1987
AV: UMI
NT: Focused Theme Issue: Talk in Classrooms.
DE: Class-Activities; Communication-Research; Elementary-Education;

Speech-Communication; Speech-Skills; Writing-Skills
DE: *Classroom-Design; *Classroom-Observation-Techniques; *Group-Discussion; *Oral-Language; *Role-Playing; *Teaching-Methods
AB: Describes how a teacher used planned observations of classroom interactions to lead to role playing, class discussion, and changes in seating arrangements. The strategies resulted in marked improvements in classroom interactions and in academic work. (SKC)

AN: EJ382735
AU: Cathro,-Lorraine
TI: Using and Developing Students' Language.
PY: 1988
JN: Canadian-Journal-of-Native-Education; v15 n2 p22-32 1988
DE: Child-Language; Classroom-Communication; Early-Childhood-Education; Teacher-Behavior; Young-Children
DE: *American-Indian-Education; *Language-Usage; *Oral-Language; *Speech-Instruction
AB: Explains seven functions of oral language used by preschool and primary school children and the importance of expanding them with Native American students. Suggests classroom application, evaluation methods, and ways for teachers to monitor their own use of language with students. Methods applicable to all grade levels. (TES)

AN: EJ309890
AU: Cazden,-Courtney-B.
TI: Research Currents: What Is Sharing Time For?
PY: 1985
JN: Language-Arts; v62 n2 p182-88 Feb 1985
AV: UMI
NT: Thematic Issue: Interaction in the Classroom.
DE: Discourse-Analysis; Educational-Research; Primary-Education; Student-Attitudes; Student-Evaluation; Teacher-Role
DE: *Child-Language; *Classroom-Communication; *Oral-Language; *Teacher-Student-Relationship
AB: Explores children's spoken narratives and the quality and purpose of Sharing Time in the classroom. Considers the quality and effects of teacher responses to students' talk. (HTH)

AN: EJ332835
AU: Clay,-Marie-M.
TI: Constructive Processes: Talking, Reading, Writing, Art, and Craft.
PY: 1986
JN: Reading-Teacher; v39 n8 p764-70 Apr 1986
AV: UMI
NT: Special Issue: Reading, Writing, Thinking
DE: Art-Expression; Elementary-Education; Foreign-Countries; Integrated-Activities; Language-Acquisition; Learning-Theories; Student-Reaction
DE: *Art-Activities; *Cognitive-Processes; *Evaluation-Methods;

DE: *Language-Arts; *Learning-Activities; *Oral-Language
AB: Argues that for a child to respond to a teacher, whether by reading, talking, writing, constructing a village, or painting a drama backdrop, the child must relate, remember, relearn, monitor, problem-solve, and do all those other mental activities that help humans adapt and create new solutions. (HOD)

AN: EJ342624
AU: Creaghead,-Nancy-A.
TI: Comprehension of Meaning in Written Language.
PY: 1986
JN: Topics-in-Language-Disorders; v6 n4 p73-82 Sep 1986
AV: UMI
DE: Classroom-Techniques; Elementary-Education; Teaching-Methods
DE: *Language-Handicaps; *Oral-Language; *Reading-Comprehension; *Written-Language
AB: The article describes ways in which the oral language specialist can help language-delayed children develop reading comprehension skills. Examples include using discussion techniques to bring meaning to personalized written communications; using barrier games to enhance comprehension of messages; and providing oral experiences to help children predict meaning. (JW)

AN: EJ373654
AU: De-Weirdt,-Willy
TI: Speech Perception and Frequency Discrimination in Good and Poor Readers.
PY: 1988
JN: Applied-Psycholinguistics; v9 n2 p163-83 Jun 1988
AV: UMI
DE: Correlation-; Language-Patterns; Listening-Skills; Speech-Skills
DE: *Child-Language; *Language-Proficiency; *Oral-Language; *Reading-Ability
AB: Probes the relation between speech perception and reading ability of children who were good or poor readers. Results indicate that reading-related perception differences were especially marked in a comparison of actual and predicted discrimination scores. Identification slope and phoneme boundary differences between reader groups were found as well. (Author/CB)

AN: EJ359878
AU: Dickinson,-David-K.; Snow,-Catherine-E.
TI: Interrelationships among Prereading and Oral Language Skills in Kindergartners from Two Social Classes.
PY: 1987
JN: Early-Childhood-Research-Quarterly; v2 n1 p1-25 Mar 1987
DE: Employment-Level; Language-Acquisition; Parents-; Social-Class
DE: *Kindergarten-Children; *Language-Skills; *Oral-Language
AB: Thirty-three kindergartners from two social classes were tested on

an array of prereading and oral language skills. Prereading skills were found to be highly intercorrelated and to relate to ability to provide decontextualized definitions for words. Oral language measures of decontextualized skill correlated within task, but not across tasks. (PCB)

AN: EJ29792[illegible]
AU: Dole,-Janice-A.
TI: Beginning Reading: More than Talk Written Down.
PY: 1984
JN: Reading Horizons; v24 n3 p161-66 Spr 1984
AV: UMI
DE: Cognitive-Processes; Educational-Theories; Primary-Education; Teaching-Methods
DE: *Beginning-Reading; *Oral-Language; *Psycholinguistics-; *Reading-Instruction; *Written-Language
AB: Reviews the psycholinguistic view of the relationship between reading and written and spoken language and presents teaching strategies for beginning readers based on this view. (FL)

AN: EJ274154
AU: Dwyer,-Edward-J.
TI: Encouraging Recreational Reading through Book Talks.
PY: 1983
JN: Reading-Horizons; v23 n2 p130-34 Win 1983
AV: Reprint: UMI
DE: Elementary-Education; Reading-Interests
DE: *Communication-Skills; *Oral-Language; *Reading-Attitudes; *Reading-Instruction; *Recreational-Reading
AB: Outlines the steps in presenting a "book talk." Argues that it can be an effective way to broaden children's awareness of literature while developing their verbal skills. (FL)

AN: EJ277860
AU: Dyson,-Anne-Haas
TI: The Role of Oral Language in Early Writing Processes.
PY: 1983
JN: Research-in-the-Teaching-of-English; v17 n1 p1-30 Feb 1983
AV: Reprint: UMI
DE: Kindergarten-Children; Language-Acquisition; Primary-Education; Writing-Readiness
DE: *Classroom-Observation-Techniques; *Oral-Language; *Student-Behavior; *Writing-Processes; *Writing-Research; *Written-Language
AB: Examines kindergarten children's use of talk during writing to draw inferences regarding how children use speech to make sense of written language. (HOD)

AN: EJ358630
AU: Ediger,-Marlow
TI: Oral Communication in the Social Studies and the Middle East.
PY: 1987
JN: Social-Studies-Teacher; v4 n1 p3,7 Sep-Oct 1987
DE: Learning-Activities; Middle-Eastern-Studies; Secondary-Education
DE: *International-Relations; *Interpersonal-Competence; *Middle-Eastern-History; *Oral-Language; *Social-Studies; *Speech-Skills
AB: This article provides a number of oral communication-based learning activities which focus on the social, religious, and political history of the Middle East. (JDH)

AN: EJ287823
AU: Edmaiston,-Rebecca; Larsen,-Stephen-C.
TI: An Investigation of Oral Language and Writing Proficiency in Third-Grade Students.
PY: 1983
JN: Psychology-in-the-Schools; v20 n3 p380-87 Jul 1983
AV: UMI
DE: Primary-Education
DE: *Elementary-School-Students; *Language-Proficiency; *Oral-Language; *Writing-Skills
AB: Examined two aspects of the relationship between oral and written language for third-grade students (N+77). Results indicated that moderate relationships existed between grammatical aspects of oral and written language. Oral language proficiency significantly differed for groups rated high, medium, and low on the basis of written language performance. (WAS)

AN: EJ346934
AU: Edmiston,-Brian; And-Others
TI: Empowering Readers and Writers Through Drama: Narrative Theater.
PY: 1987
JN: Language-Arts; v64 n2 p219-28 Feb 1987
AV: UMI
NT: Thematic Issue: Empowerment.
DE: Creative-Dramatics; Elementary-Education; Oral-Language; Reading-Writing-Relationship; Role-Playing
DE: *Dramatic-Play; *Integrated-Activities; *Literacy-Education; *Reading-Instruction; *Teaching-Methods; *Writing-Instruction
AB: Describes a process called narrative theater that involves (1) the exploration of texts and the stories likely embedded within them, (2) a learning process that involves the creation of drama contexts, and (3) the use of theater conventions. (SRT)

AN: EJ349408
AU: Engkent,-Lucia-Petrusiak
TI: Real People Don't Talk Like Books: Teaching Colloquial English.

PY: 1986
JN: TESL-Canada-Journal; spec iss 1 p225-34 Nov 1986
DE: Grammar-; Idioms-; Language-Enrichment; Language-Proficiency; Oral-Language; Pronouns-; Pronunciation-; Structural-Analysis-Linguistics; Suprasegmentals-; Verbs-
DE: *English-Second-Language; *Language-Styles; *Standard-Spoken-Usage
AB: Discusses different characteristics of conversational English, including: pronunciation, ellipsis, use of "you" as a general pronoun, hesitation markers, subject-verb agreement, pronoun agreement, verbs, modifiers, comparisons, euphemisms, idioms, slang, and phatic/ritualistic expressions. (Author/CB)

AN: EJ272424
AU: Farrar,-Mary-Thomas
TI: Another Look at Oral Questions for Comprehension.
PY: 1983
JN: Reading-Teacher; v36 n4 p370-74 Jan 1983
AV: Reprint: UMI
DE: Differences-; Elementary-Education; Teacher-Effectiveness; Written-Language
DE: *Oral-Language; *Questioning-Techniques; *Reading-Comprehension; *Reading-Instruction
AB: Argues that the standards for formulating comprehension questions do not take into account the differences between written and spoken language. Introduces mutuality-enhancing devices as a way to improve oral comprehension questioning. (FL)

AN: EJ370157
AU: Fields,-Marjorie-V.
TI: Talking and Writing: Explaining the Whole Language Approach to Parents.
PY: 1988
JN: Reading-Teacher; v41 n9 p898-903 May 1988
AV: UMI
DE: Elementary-Education; Language-Acquisition; Oral-Language; Parent-Teacher-Conferences; Reading-Instruction; Reading-Writing-Relationship; Writing-Instruction; Written-Language
AB: Suggests that parents who understand how written language development resembles oral language development are more willing to accept whole language instruction. Offers teachers suggestions on how to convince parents of this similarity. (ARH)

AN: EJ316664
AU: Fine,-Jonathan
TI: Cohesion as an Index of Social-Cognitive Factors: Oral Language of the Reading Disabled.
PY: 1985
JN: Discourse-Processes; v8 n1 p91-112 Jan-Mar 1985
DE: Cognitive-Processes; Cohesion-Written-Composition;

Discourse-Analysis; Language-Research; Learning-Disabilities; Social-Cognition
DE: *Oral-Language; *Reading-Difficulties; *Reading-Research
AB: Examines analysis of cohesion as an index of both social and cognitive factors. Oral language of reading disabled was studied and found to indicate some difficulties of the subjects when dealing with information under special social and cognitive conditions. (DF)

AN: EJ276122
AU: Fox,-Sharon-E.
TI: Research Update: Oral Language Development, Past Studies and Current Directions.
PY: 1983
JN: Language-Arts; v60 n2 p234-43 Feb 1983
AV: Reprint: UMI
DE: Children-; Classroom-Communication; Educational-Trends; Research-Methodology
DE: *Child-Language; *Language-Acquisition; *Language-Research; *Oral-Language; *Student-Teacher-Relationship
AB: Provides a historical view of child language research, showing that investigations of child language have come full circle in their approach to gathering data. Discusses implications for teachers in encouraging children's progression to adult-like conversation. (HTH)

AN: EJ361120
AU: Fulcher,-Glenn
TI: Tests of Oral Performance: The Need for Data-based Criteria.
PY: 1987
JN: ELT-Journal; v41 n4 p287-91 Oct 1987
DE: Communicative-Competence-Languages; Language-Proficiency; Language-Skills; Testing-Problems; Test-Validity
DE: *Construct-Validity; *Discourse-Analysis; *Language-Tests; *Oral-Language
AB: Communicative oral language tests have claimed high content validity, but have also elicited concern that the assessment scales are based on theory with little empirical justification. A new approach to construct validity can be found in discourse analysis, which could lead to the development of new communicative discourse tests in all skills. (CB)

AN: ED299816
AU: Gambell,-Trevor-J.
TI: Linguistics and Literacy Teaching.
PY: 1988
NT: 19 p.; Revised version of a paper presented at the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Foreign-Countries; Oral-Language;

Pragmatics-; Sociolinguistics-
DE: *Applied-Linguistics; *Literacy-Education; *Literary-Devices; *Reading-Strategies; *Writing-Processes
AB: Applied linguistics has made major contributions to literacy teaching in recent years, in four general areas. First, second language acquisition is becoming the model for first language literacy teaching in schools through the "whole language approach" to literacy. Second, the field of sociolinguistics has convinced educators that literacy is a social achievement and that literacy abilities are acquired by individuals only in the course of participation in socially organized activities. Third, the way in which children learn oral language is a model for all language learning, including literacy. Fourth, pragmatics and study of the functional aspects of language development have revealed that the situational and contextual demands on language delineate the linguistic requirements, which establish register and mode of discourse. These contributions are examined as they apply to the three major components of literacy--reading, writing, and response to text, especially to literature. (MSE)

AN: EJ324751
AU: Garner,-Thurmon
TI: Developing Rhetorical Competency in an Oral Culture.
PY: 1985
JN: Western-Journal-of-Black-Studies; v9 n1 p17-22 Sum 1985
DE: Communication-Research; Cultural-Traits; Interpersonal-Communication; Speech-Acts; Verbal-Ability; Verbal-Communication
DE: *Black-Culture; *Black-Youth; *Language-Patterns; *Oral-Language; *Speech-Communication; *Verbal-Development
AB: Explores the discourse and speech acts used by Black children between the ages of 5 and 10 in one Midwestern community. Examines the rhetorical devices of teasing, name-calling, riddles, and joke-stories and hypothesizes as to the functional significance of each in the cultural environment. (SA)

AN: EJ354545
AU: Garrard,-Kay-R.
TI: Helping Young Children Develop Mature Speech Patterns.
PY: 1987
JN: Young-Children; v42 n3 p16-21 Mar 1987
AV: UMI
DE: Case-Studies; Class-Activities; Preschool-Education
DE: *Language-Acquisition; *Oral-Language; *Parent-Role; *Preschool-Children; *Speech-Instruction; *Teacher-Role
AB: Discusses the development of complex sentence and other language embellishments in preschool children. Emphasizes implications for parents and teachers who facilitate such language development. (BB)

AN: ED301361
AU: Genishi,-Celia
TI: Young Children's Oral Language Development. ERIC Digest.
CS: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
PY: 1988
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: *Language-Acquisition; *Oral-Language; *Teacher-Role; *Young-Children
AB: This ERIC Digest presents an overview of the process and mechanics of language development, along with implications for practice. Sections of the discussion focus on: (1) when and how language is learned; (2) oral language components; and (3) nurturing language development. It is argued that teachers can help sustain natural language development by providing environments full of language opportunities. General guidelines for teachers, parents, and other caregivers include: (1) understand that every child's dialect is worthy of respect as a valid system for communication; (2) treat children as if they were conversationalists, even if they are not yet talking; (3) encourage interaction among children; (4) remember that parents, caregivers, teachers, and guardians are the chief resources in language development; and (5) continue to encourage interaction as children come to understand written language. (RH)

AN: EJ361159
AU: Goad,-Heather; Ingram,-David
TI: Individual Variation and Its Relevance to a Theory of Phonological Acquisition.
PY: 1987
JN: Journal-of-Child-Language; v14 n3 p419-32 Oct 1987
DE: Language-Acquisition; Language-Processing; Models-; Oral-Language; Pronunciation-; Research-Methodology; Research-Needs; Speech-Acts; Young-Children
DE: *Child-Language; *Individual-Differences; *Language-Variation; *Phonetics-; *Phonology-
AB: Research on child language acquisition should distinguish between different possible causes of variation and not just attribute variation to individual variation. An alternative analysis using a different methodology can show that children's patterns of acquisition are actually relatively similar. (Author/CB)

AN: EJ331251
AU: Green,-Frank
TI: Language Arts Instruction: Lessons from the British.
PY: 1986
JN: Language-Arts; v63 n4 p378-82 Mar 1986
NT: Special Issue: Talking with Society.
DE: Comparative-Analysis; Educational-Improvement; Elementary-Education; Foreign-Countries; Oral-Language; Speech-Skills

DE: *Cultural-Differences; *Language-Arts; *Reading-Instruction; *Teaching-Methods; *Writing-Skills
AB: Discusses four British educational practices dealing with reading instruction, written language, copybooks, and oral language and how they differ from American practices. (HTH)

AN: EJ309862
AU: Green,-Michael
TI: Talk and Doubletalk: The Development of Metacommunication Knowledge about Oral Language.
PY: 1985
JN: Research-in-the-Teaching-of-English; v19 n1 p9-24 Feb 1985
AV: UMI
DE: Age-Differences; Communication-Thought-Transfer; Elementary-Secondary-Education; Interviews-; Speech-Communication
DE: *Communication-Research; *Language-Research; *Oral-Language; *Semantics-
AB: Three levels of metacommunication knowledge and five factors that influence the understanding of speaker meaning in oral language were identified in pilot interviews with children and adolescents. (HOD)

AN: EJ313524
AU: Harper,-Kay-A.; Decker,-Douglas-L.
TI: Making Connections with Storytelling.
PY: 1984
JN: Journal-of-the-Virginia-College-Reading-Educators; v5 n1 p17-23 Fall 1984
NT: Virginia College Reading Educators, School of ESducation, Virginia Commonwealth University, 901 W. Franklin St., Richmond, VA 23284.
DE: Elementary-Education; Language-Acquisition; Language-Usage; Oral-Language; Parent-Role; Reading-Instruction; Teacher-Role
DE: *Integrated-Activities; *Listening-Skills; *Reading-Skills; *Speech-Skills; *Story-Telling; *Writing-Skills
AB: Describes several storytelling activities that allow children to develop their speaking, reading, writing, and listening skills. (FL)

AN: EJ294835
AU: Hidi,-Suzanne-E.; Hilyard,-Angela
TI: The Comparison of Oral and Written Productions in Two Discourse Types.
PY: 1983
JN: Discourse-Processes; v6 n2 p91-105 Apr-Jun 1983
DE: Child-Language; Cohesion-Written-Composition; Comparative-Analysis; Elementary-Education; Schemata-Cognition; Semantics-
DE: *Discourse-Analysis; *Language-Research; *Learning-Modalities; *Learning-Theories; *Oral-Language; *Written-Language
AB: Concludes that children's discourse production is organized according to a schema that is discourse specific but modality general.

(FL)

AN: ED300842
AU: Hochel,-Sandra
TI: Fundamentals of Teaching Oral Language Improvement: Guidelines and Exercises for Public Communication Teachers.
PY: 1988
NT: 14 p.; Paper presented at the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Higher-Education; Speech-Communication; Teaching-Methods
DE: *Language-Patterns; *Oral-Language; *Speech-Curriculum; *Speech-Instruction
AB: Speech communication teachers can assist students in gaining more facility with language by helping them become active learners or problem solvers through: (1) experiencing an event; (2) reflecting on this experience which leads to (3) the formation of abstract concepts and generalizations about what has been learned; and finally (4) incorporating and using those concepts by actively experimenting with them. The best way to help students become more aware of their own language and to learn to assess its effectiveness is to have students hear and see their own discourse. Instructors might audio tape sample of student speeches. The students are then given evaluation forms which they must complete while listening to the tape of their own speech. In addition to listening, students are required to make a transcript of all of their utterances used in an oral assignment. Without exception, when the students made and analyzed a transcript, they became aware of their problems. Other assignments use group work and mini-speeches to develop descriptive powers. The teacher's job is to help students learn to use language more effectively, to involve the students actively in the learning process. Instead of doing all the reflection and conceptualization for the students, the teacher must help them to learn to self-assess and extract learning principles from this assessment. (Two appendixes containing a sample self-assessment form and sample designs for an exercise are attached.) (RAE)

AN: EJ291279
AU: Hoffman,-Stevie; McCully,-Belinda
TI: Oral Language Functions in Transaction with Children's Writing.
PY: 1984
JN: Language-Arts; v61 n1 p41-50 Jan 1984
AV: UMI
NT: Thematic issue ("Social Aspects of Language")
DE: Code-Switching-Language; Early-Childhood-Education; Interpersonal-Communication; Writing-Readiness
DE: *Child-Language; *Language-Usage; *Oral-Language; *Writing-Composition
AB: Considers register (factors that vary in situational contexts and produce differences in meaning intent and meaning exchange) variance

with its accompanying language transactions during written language events involving children and adults. Illustrates register variance with the writing and drawing of a four-year-old and a first-grader. (HTH)

AN: EJ276124
AU: Holbrook,-Hilary-Taylor
TI: ERIC/RCS Report: Oral Language: A Neglected Language Art?
PY: 1983
JN: Language-Arts; v60 n2 p255-58 Feb 1983
AV: Reprint: UMI
DE: Classroom-Environment; Elementary-Education; English-Instruction; Learning-Activities; Teaching-Methods
DE: *Child-Language; *Language-Acquisition; *Language-Arts; *Language-Research; *Oral-Language
AB: Examines materials in the ERIC system related to children's early oral language and the transition from home language to the more formal language used in school. Offers activities for a classroom climate that is responsive to children's oral language development needs. (HTH)

AN: EJ359404
AU: Holdgrafer,-Gary
TI: Getting Children to Talk: A Model of Natural Adult Teaching/Child Learning Strategies for Language.
PY: 1987
JN: Canadian-Journal-for-Exceptional-Children; v3 n3 p71-76 Spr 1987
DE: Language-Acquisition; Language-Skills; Preschool-Education; Verbal-Communication
DE: *Communication-Disorders; *Communication-Skills; *Interpersonal-Communication; *Oral-Language; *Teaching-Methods
AB: The article describes a model for teaching conversational skills to young communicatively handicapped children in the context of everyday activities in the preschool setting. Structured around initiation and participation strategies, intervention emphasizes the interaction of adult teaching and child learning strategies. (JW)

AN: EJ345412
TI: Introduction.
PY: 1986
JN: Volta-Review; v88 n5 p7-17 Sep 1986
AV: UMI
NT: Special Issue: Auditory Learning. For related information see 191 068-074.
DE: Auditory-Perception; Aural-Learning; Elementary-Secondary-Education; Oral-Language
DE: *Hearing-Impairments; *Hearing-Therapy; *Language-Acquisition; *Oral-Communication-Method; *Sensory-Integration

AB: The introduction to the monograph on auditory learning summarizes the responses of 13 authorities on the education of the hearing impaired to the question: "What is unique about an auditory approach to spoken language development?" Responses are organized into categories (e.g., use of sense modalities, benefits, integration, parent involvement). (DB)

AN: EJ315452
AU: Jakimik,-Jola; And-Others
TI: Sound and Spelling in Spoken Word Recognition.
PY: 1985
JN: Journal-of-Memory-and-Language; v24 n2 p165-78 Apr 1985
DE: Cognitive-Processes; Language-Research
DE: *Association-Psychology; *Oral-Language; *Phonics-; *Spelling-; *Word-Recognition
AB: Describes experiments that examined the effects of orthographic similarity on lexical decisions and compared decision times to words when they are preceded by unrelated words. Results indicate that lexical decisions about spoken words were shown to be influenced by the spelling of an immediately preceding item. (SED)

AN: EJ319732
AU: Jarraway,-David
TI: The Literary Context of Evaluation.
PY: 1985
JN: English-Quarterly; v17 n1 p3-18 Spr 1985
DE: Educational-Theories; English-Instruction; Secondary-Education; Speech-Instruction; Teaching-Methods; Writing-Instruction
DE: *Evaluation-Methods; *Literature-Appreciation; *Oral-Language; *Student-Evaluation; *Teacher-Role
AB: Discusses the evaluative procedures for students' oral and written responses to poems, plays, and stories. Offers four major priorities for evaluation. (EL)

AN: EJ342568
AU: Karnowski,-Lee
TI: How Young Writers Communicate.
PY: 1986
JN: Educational-Leadership; v44 n3 p58-60 Nov 1986
AV: UMI
DE: Drama-; Early-Childhood-Education; Expressive-Language; Freehand-Drawing; Music-
DE: *Child-Language; *Communication-Thought-Transfer; *Oral-Language; *Self-Expression; *Writing-Composition; *Young-Children
AB: Writing is now being viewed in its larger context of communication. Research suggests that young children use the more familiar communication systems like speech, drawing, music, and drama to add depth and meaning to their writing. Teachers must redefine their ideas about writing and children's communication knowledge.

Cites six references. (MLH)

AN: EJ379902
AU: Kernan,-Keith-T.; And-Others
TI: Discourse Features as Criteria in Judging the Intellectual of Speakers.
PY: 1988
JN: Discourse-Processes; v11 n2 p203-20 Apr-Jun 1988
DE: Communication-Research; Higher-Education; Narration-; Oral-Language
DE: *Discourse-Analysis; *Intellectual-Development
AB: Identifies and describes the features of spoken discourse that native speakers of English consider to be indicative of level of intellectual functioning. Discourse criteria include detail, coherence, story construction, storytelling performance, and metacomments. (SR)

AN: EJ370156
AU: Koskinen,-Patricia-S.; And-Others
TI: Retelling: A Strategy for Enhancing Students' Reading Comprehension.
PY: 1988
JN: Reading-Teacher; v41 n9 p892-96 May 1988
AV: UMI
DE: Elementary-Education; Listening-Comprehension; Oral-Language; Reading-Difficulties; Reading-Improvement; Reading-Instruction; Teaching-Methods
DE: *Reading-Comprehension; *Story-Reading
AB: Suggests that retelling a story or expository text can help less proficient readers improve their reading comprehension. Provides guidelines for the use of retelling in the classroom. (ARH)

AN: EJ293064
AU: Kreeft,-Joy
TI: Dialogue Writing--Bridge from Talk to Essay Writing.
PY: 1984
JN: Language-Arts; v61 n2 p141-50 Feb 1984
AV: UMI
NT: (Thematic Issue: Talk)
DE: Developmental-Stages; Grade-6; Intermediate-Grades; Oral-Language
DE: *Dialogs-Language; *Teaching-Methods; *Writing-Improvement; *Writing-Instruction
AB: Explores how dialog writing, in which two participants "converse in writing," incorporates the interactive aspects of oral communication and the self-directed aspects of essay writing. Includes passages written over a year's time by a sixth grade student in a "dialogue journal" showing the development of his writing. (HTH)

AN: EJ319756
AU: Kroll,-Barry-M.
TI: Social-Cognitive Ability and Writing Performance: How Are They Related?
PY: 1985
JN: Written-Communication; v2 n3 p293-305 Jul 1985
DE: Comparative-Analysis; Elementary-Education; Performance-Factors
DE: *Cognitive-Processes; *Oral-Language; *Social-Cognition; *Writing-Research; *Writing-Skills; *Written-Language
AB: Responds to an article appearing in an earlier issue of the journal that discussed the relationship between social-cognitive ability and writing skill. Reports on a study that investigated the relationship and found that social cognitive ability was more closely related to oral than to written performance. (FL)

AN: EJ373881
AU: Lartz,-Maribeth-Nelson; Mason,-Jana-M.
TI: Jamie: One Child's Journey from Oral to Written Language.
PY: 1988
JN: Early-Childhood-Research-Quarterly; v3 n2 p193-208 Jun 1988
DE: Case-Studies; Language-Acquisition; Literacy-
DE: *Oral-Language; *Reading-Skills; *Story-Reading; *Written-Language; *Young-Children
AB: Reports on a preliterate child's retelling of a story which she heard in an initial session and retold each week for eight weeks. Results suggest a child who is read to can use repeated retelling activity and eventually render the story so close to actual text that advances into reading may occur. (Author/BB)

AN: EJ312455
AU: Levy,-Ann-K.
TI: The Language of Play: The Role of Play in Language Development. A Review of Literature.
PY: 1984
JN: Early-Child-Development-and-Care; v17 n1 p49-62 1984
AV: UMI
DE: Cognitive-Development; Communicative-Competence-Languages; Preschool-Children; Standard-Spoken-Usage
DE: *Language-Acquisition; *Language-Role; *Language-Skills; *Oral-Language; *Play-; *Preschool-Education
AB: Reviews literature about play to examine the use of language to facilitate play, play with language as an object, and egocentric speech in play situations. Finds a definite link between language and play. (Author/AS)

AN: EJ305290
AU: Liggett,-Sarah
TI: The Relationship between Speaking and Writing: An Annotated Bibliography.

PY: 1984
JN: College-Composition-and-Communication; v35 n3 p334-44 Oct 1984
AV: UMI
DE: Annotated-Bibliographies; Higher-Education; Learning-Theories; Oral-Language; Speech-Instruction; Writing-Composition
DE: *Speech-Communication; *Writing-Instruction
AB: Presents annotations of materials representing the range of current cross-disciplinary theories and research connecting speaking and writing. Topics range from cognitive psychology, linguistics, and rhetoric to learning theory. (HTH)

AN: EJ354539
AU: Lovett,-Maureen-W.
TI: A Developmental Approach to Reading Disability: Accuracy and Speed Criteria of Normal and Deficient Reading Skill.
PY: 1987
JN: Child-Development; v58 n1 p234-60 Feb 1987
AV: UMI
NT: Thematic issue: Special Section on Structural Equation Modeling.
DE: Definitions-; Foreign-Countries; Individual-Differences; Oral-Language; Predictor-Variables; Profiles-
DE: *Children-; *Performance-Factors; *Reading-Difficulties; *Reading-Rate; *Word-Recognition
AB: Accuracy-disabled and rate-disabled young Canadian readers were compared to children who were "fluent normal" readers. Children in the latter group decoded at the same level of accuracy as the rate-disabled subjects but at a significantly faster rate. Specific deficiencies of each of the disabled groups were identified. (Author/RH)

AN: EJ335687
AU: Lund,-Darren-E.
TI: Classroom Language: Synthesizing School with Life.
PY: 1986
JN: English-Quarterly; v19 n1 p58-60 Spr 1986
DE: Classroom-Environment; Elementary-Secondary-Education; Interpersonal-Communication; Oral-Language
DE: *Classroom-Communication; *Language-Acquisition; *School-Community-Relationship
AB: Suggests that the school classroom is an optimal place for mediating school and student intentions which may be facilitated by ensuring that the languages students use to discover and understand the world are directed toward accomplishing the tasks required by the educational setting. (DF)

AN: EJ352168
AU: Mazzie,-Claudia-A.
TI: An Experimental Investigation of the Determinants of Implicitness in Spoken and Written Discourse.

PY: 1987
JN: Discourse-Processes; v10 n1 p31-42 Jan-Mar 1987
AV: UMI
DE: Context-Clues; Language-Research; Pragmatics-
DE: *Discourse-Analysis; *Oral-Language; *Written-Language
AB: Indicates that the main determinant of implicitness, when defined in terms of "inferrable" vs. "evoked" information, was the variable of content, not that of modality: Abstract texts contained more inferrable information than did narrative texts, regardless of modality. (NKA)

AN: EJ373663
AU: Miller,-Peggy-J.; Sperry,-Linda-L.
TI: Early Talk about the Past: The Origins of Conversational Stories of Personal Experience.
PY: 1988
JN: Journal-of-Child-Language; v15 n2 p293-315 Jun 1988
AV: UMI
DE: Language-Usage; Recall-Psychology; Toddlers-
DE: *Child-Language; *Early-Experience; *Oral-Language; *Tenses-Grammar
AB: Analyzes data regarding children's early talk about past experiences, resulting from longitudinal home observations of five working-class mothers and their two-year-olds. Results indicate that children talked primarily of negative past events, especially those involving physical harm, and that during this period temporally-ordered sequences increased dramatically. (Author/CB)

AN: EJ368945
AU: Morais,-Jose
TI: Segmental Analysis of Speech and Its Relation to Reading Ability.
PY: 1987
JN: Annals-of-Dyslexia; v37 p126-41 1987
AV: UMI
DE: Cognitive-Processes; Elementary-Secondary-Education; Language-Acquisition; Literacy-; Oral-Language; Phoneme-Grapheme-Correspondence; Preschool-Education; Syllables-
DE: *Dyslexia-; *Phonemics-; *Phonetics-; *Reading-Ability; *Reading-Research; *Speech-
AB: This literature-based review examines the relationship between the acquisition of segmental awareness and the acquisition of alphabetic literacy. Cited studies show that the segmental analysis ability of most dyslexics is very poor and suggest one factor may be related to the conscious representation of speech on which the analytic capacity operates. (Author/JDD)

AN: EJ329898
AU: Morice,-Rodney; Slaghuis,-Walter
TI: Language Performance and Reading Ability at 8 Years of Age.

PY: 1985
JN: Applied-Psycholinguistics; v6 n2 p141-60 Jun 1985
AV: UMI
DE: Dyslexia-; Learning-Disabilities
DE: *Children-; *Language-Proficiency; *Oral-Language; *Reading-Ability; *Reading-Difficulties; *Verbal-Development
AB: Reports results from a detailed syntactic analysis of spoken language samples collected from poor and good readers at eight years of age. Results showed an undeniably strong association between reduced language comprehension and reading impairment at age eight, an association that appeared to strengthen by age nine. (SED)

AN: EJ316610
AU: Morrow,-Lesley-Mandel
TI: Reading and Retelling Stories: Strategies for Emergent Readers.
PY: 1985
JN: Reading-Teacher; v38 n9 p870-75 May 1985
AV: UMI
DE: Oral-Language; Oral-Reading; Primary-Education
DE: *Reading-Comprehension; *Reading-Instruction; *Reading-Research; *Reading-Skills; *Reading-Strategies; *Story-Telling
AB: Shows how retelling stories appears to be a strategy to improve comprehension, concept of story and oral language. (EL)

AN: EJ313501
AU: Moustafa,-Margaret; Penrose,-Joyce
TI: Comprehensible Input PLUS the Language Experience Approach: Reading Instruction for Limited English Speaking Students.
PY: 1985
JN: Reading-Teacher; v38 n7 p640-47 Mar 1985
AV: UMI
DE: Bilingual-Students; Elementary-Education; Reading-Improvement; Teaching-Methods
DE: *English-Second-Language; *Language-Experience-Approach; *Language-Usage; *Limited-English-Speaking; *Oral-Language; *Reading-Instruction
AB: Suggests that limited English speaking students' oral language can be developed by using pictures and concrete referents and then by using the language experience approach to teach English reading. (FL)

AN: EJ332888
AU: Murphy,-Sandra
TI: Children's Comprehension of Deictic Categories in Oral and Written Language.
PY: 1986
JN: Reading-Research-Quarterly; v21 n2 p118-31 Spr 1986
AV: UMI
DE: Beginning-Reading; Cognitive-Processes; Comparative-Analysis; Grade-2; Language-Acquisition; Primary-Education; Reading-Achievement

DE: *Error-Patterns; *Language-Research; *Oral-Language;
*Reading-Comprehension; *Reading-Research; *Written-Language
AB: Investigates second grade children's ability to understand the use of deictic terms (devices in language that convey information about the communicative situation) in three types of tasks: oral language, written language, and picture selection, and concludes that the difficulty of a word with deictic content depends largely upon the discourse content in which it appears. (HOD)

AN: EJ276119
AU: Nilsen,-Alleen-Pace
TI: Children's Multiple Uses of Oral Language Play.
PY: 1983
JN: Language-Arts; v60 n2 p194-201 Feb 1983
AV: Reprint: UMI
DE: Elementary-Education; Folk-Culture; Language-Role
DE: *Child-Language; *Humor-; *Language-Skills; *Language-Usage;
*Oral-Language
AB: Examines children's progression in the use of humor in language from taking folktales seriously, to using humor for shock, to using humor to alter social environments. (HTH)

AN: EJ309781
AU: Nist,-Sherrie-L.; Sabol,-C.-Ruth
TI: Disparities among Reading, Writing, and Oral Language: A Look at Underprepared College Students.
PY: 1984
JN: Reading-World; v24 n2 p96-104 Dec 1984
AV: UMI
DE: College-Students; Higher-Education; Nontraditional-Students
DE: *Oral-Language; *Reading-Instruction; *Reading-Processes;
*Teaching-Methods; *Writing-Instruction; *Writing-Processes
AB: Focuses on (1) the disparities between reading and writing instructional methodologies, (2) the misconceptions students seem to draw if these disparities are not brought to their attention, and (3) the recursive relationship between written and oral language. Contrasts the relationships between main ideas and details in reading processes with those of writing processes. (FL)

AN: EJ319291
AU: Nurss,-Joanne-R.; Hough,-Ruth-A.
TI: Young Children's Oral Language: Effects of Task.
PY: 1985
JN: Journal-of-Educational-Research; v78 n5 p280-85 May-Jun 1985
DE: Child-Language; Primary-Education; Visual-Stimuli
DE: *Language-Acquisition; *Oral-Language; *Teaching-Methods;
*Verbal-Development
AB: Five language-eliciting situations were presented to kindergarten and primary-grade children to identify developmental trends and task

effects in the complexity of language structures, vocabulary, functions, and story conventions used. Limited developmental differences and significant task effects were found. Implications for classroom instruction are discussed. (Author/MT)

AN: EJ276121
AU: Olson,-David-R.
TI: Perspectives: Children's Language and Language Teaching.
PY: 1983
JN: Language-Arts; v60 n2 p226-33 Feb 1983
AV: Reprint: UMI
DE: Elementary-Education; English-Instruction; Literacy-; Models-
DE: *Child-Language; *Language-Acquisition; *Language-Research; *Language-Skills; *Oral-Language
AB: Examines psychologist David R. Olson's current work on children's language development and its possible educational implications. Stresses the increasing tendency to investigate children's language development in relation to their thinking and learning rather than in isolation and to include literacy development in the oral language development model. (HTH)

AN: EJ305774
AU: Pellegrini,-A.-D.; And-Others
TI: Context in Text: The Development of Oral and Written Language in Two Genres.
PY: 1984
JN: Child-Development; v55 n4 p1549-55 Aug 1984
AV: UMI
DE: Persuasive-Discourse; Pragmatics-; Story-Telling
DE: *Children-; *Cohesion-Written-Composition; *Discourse-Analysis; *Language-Acquisition; *Oral-Language
AB: Tests Halliday's model of context/text relationships and how these relationships vary for 71 children in first, second, and third grades Children produced oral and written messages about a circus in narrative and persuasive genres. Texts were analyzed for elements of linguistic cohesion and length of clausal themes. (Author/CB)

AN: EJ277939
AU: Pelligrini,-Anthony-D.; And-Others
TI: Research Update: Saying What You Mean: Using Play to Teach "Literate Language."
PY: 1983
JN: Language-Arts; v60 n3 p380-84 Mar 1983
AV: Reprint: UMI
DE: Elementary-Education; Language-Arts; Language-Enrichment; Language-Skills; Teaching-Methods
DE: *Dramatic-Play; *Language-Acquisition; *Oral-Language; *Skill-Development
AB: Shows how children's use of explicit oral language is related to

success in learning to read and writing. Outlines a technique to teach the use of explicit language through dramatic play. (HTH)

AN: EJ286715
AU: Politzer,-Robert-L.; And-Others
TI: Validation of Linguistic and Communicative Oral Language Tests for Spanish-English Bilingual Programs.
PY: 1983
JN: Bilingual-Review; v10 n1 p3-20 Jan-Apr 1983
AV: UMI
DE: Comparative-Analysis; Elementary-Secondary-Education; Scoring-; Test-Construction; Testing-
DE: *Bilingual-Students; *Communicative-Competence-Languages; *Language-Tests; *Linguistic-Performance; *Oral-Language; *Test-Validity
AB: The development, administration, and scoring of a communicative test and its validation with tests of linguistic and sociolinguistic competence in English and Spanish are reported. Correlation with measures of home language use and school achievement are also presented, and issues of test validation for bilingual programs are discussed. (MSE)

AN: EJ355600
AU: Preece,-Alison
TI: The Range of Narrative Forms Conversationally Produced by Young Children.
PY: 1987
JN: Journal-of-Child-Language; v14 n2 p353-73 Jun 1987
DE: Classification-; Discourse-Analysis; Kindergarten-Children; Oral-Language; Story-Telling
DE: *Child-Language; *Language-Patterns; *Language-Styles; *Narration-; *Personal-Narratives; *Speech-Acts
AB: Examination of the productive narrative competence of three five-year-olds revealed that the children routinely and regularly produced a striking variety of 14 narrative forms. Seventy percent of the narratives took anecdotal form, and original fantasy narratives occurred only rarely. (Author/CB)

AN: EJ381883
AU: Purcell-Gates,-Victoria
TI: What Oral/Written Language Differences Can Tell Us about Beginning Instruction.
PY: 1989
JN: Reading-Teacher; v42 n4 p290-94 Jan 1989
AV: UMI
DE: Prereading-Experience; Primary-Education; Reading-Instruction; Reading-Processes; Reading-Research; Teaching-Methods; Writing-Instruction; Writing-Processes
DE: *Beginning-Reading; *Oral-Language; *Written-Language

AB: Examines the differences between oral and written languages, including differences in register, style, and syntax. Asserts that reading aloud and giving instructions are two ways to focus on the connection between oral and written language and the processes of reading and writing. (MM)

AN: EJ384680
AU: Raban,-Bridie
TI: Language and Literacy Relationships: Some Reflections.
PY: 1988
JN: British-Educational-Research-Journal; v14 n3 p251-61 1988
DE: Elementary-Education; Language-Research; Preschool-Education; Reading-Research
DE: *Child-Language; *Language-Acquisition; *Oral-Language; *Reading-Ability; *Writing-Skills
AB: Explores three explanations for the lack of a relationship between oral language development and reading ability. Presents data which provides evidence for each of the following sources of explanation: (1) inappropriateness of measures used in previous studies, (2) differences between written and spoken languages, and (3) the distinction between receptive and productive aspects of the two modes of language. (Author/GEA)

AN: EJ293067
AU: Rich,-Sharon-J.
TI: On Becoming Teacher Experts: The Talk Workshop Group.
PY: 1984
JN: Language-Arts; v61 n2 p170-74 Feb 1984
AV: UMI
NT: (Thematic Issue: Talk)
DE: English-Instruction; Foreign-Countries; Language-Role; Language-Usage; Teacher-Improvement; Teacher-Role
DE: *Classroom-Communication; *Oral-Language; *Workshops-
AB: A participant in a British teacher workshop that focused on student talk describes the progress of the group toward defining the types of language they wanted to focus on in the classroom and the group's publication of weekly progress reports. (HTH)

AN: EJ271055
AU: Richgels,-Don
TI: The Language Experience Approach: A Transition from Oral to Written Language.
PY: 1982
JN: Reading-Horizons; v23 n1 p47-53 Fall 1982
AV: Reprint: UMI
DE: Language-Acquisition; Primary-Education; Writing-Instruction
DE: *Beginning-Reading; *Language-Experience-Approach; *Linguistic-Theory; *Oral-Language; *Reading-Instruction
AB: Argues that the language experience approach to the teaching of

beginning reading not only makes use of the valuable resource of children's speaking, but also cultivates their metalinguistic ability and eases their transition between two very different forms of language. (FL)

AN: EJ359441
AU: Rubin,-Donald-L.
TI: Divergence and Convergence between Oral and Written Communication.
PY: 1987
JN: Topics-in-Language-Disorders; v7 n4 p1-18 Sep 1987
AV: UMI
NT: For related information see EC 200 320-325.
DE: Communication-Skills; Oral-Language; Written-Language
DE: *Elementary-Secondary-Education; *Expressive-Language; *Writing-Composition; *Writing-Instruction
AB: Differences and similarities between oral and written communication as applied to writing instruction are discussed with examples of divergent oral and written styles among speakers of nonstandard dialects, code switching between speech and writing, convergence and divergence in the development of writing skills, and the role of talking in writing instruction. (DB)

AN: EJ342365
AU: Rubin,-Donald-L.; Rafoth,-Bennett-A.
TI: Oral Language Criteria for Selecting Listenable Materials: An Update for Reading Teachers and Specialists.
PY: 1986
JN: Reading-Psychology; v7 n3 p137-51 1986
AV: UMI
DE: Beginning-Reading; Primary-Education; Reader-Text-Relationship
DE: *Evaluation-Criteria; *Listening-Skills; *Oral-Language; *Reading-Instruction; *Reading-Research
AB: Examines the nature of listening assessment and recent developments of appropriate tests. Shows listenability to be a function of orality in language and offers a summary of discourse characteristics for selecting materials appropriate to listening instruction. (FL)

AN: EJ315453
AU: Salasoo,-Aita; Pisoni,-David-B.
TI: Interaction of Knowledge Sources in Spoken Word Identification.
PY: 1985
JN: Journal-of-Memory-and-Language; v24 n2 p210-31 Apr 1985
DE: Language-Research; Oral-Language; Semantics-; Syntax-
DE: *Acoustic-Phonetics; *Context-Clues; *Language-Processing; *Word-Recognition
AB: Discusses experiments that investigated the sources of knowledge that are employed in spoken word identification. The interactive assumption that normal spoken word identification processes require

the presence of semantic and syntactic context and the special status given to word-initial acoustic-phonetic information in cohort theory were investigated. (SED)

AN: EJ381845
AU: Schwartz,-Marni
TI: Storytelling: A Way to Look Deeper.
PY: 1989
JN: English-Journal; v78 n1 p42-46 Jan 1989
AV: UMI
DE: Intermediate-Grades; Journal-Writing; Junior-High-Schools; Middle-Schools; Oral-Language; Reading-Material-Selection; Student-Journals
DE: *Story-Reading; *Story-Telling
AB: Describes a workshop in which students read, seek stories to tell, choose one, work through exercises for learning and performing the story, and tell it to one or more audiences. Uses learning logs to prevent the students from abandoning writing during the course of the workshop. (RS)

AN: EJ331190
AU: Shoop,-Mary
TI: InQuest: A Listening and Reading Comprehension Strategy.
PY: 1986
JN: Reading-Teacher; v39 n7 p670-74 Mar 1986
AV: UMI
DE: Elementary-Education; Integrated-Activities; Oral-Language
DE: *Creative-Dramatics; *Listening-Skills; *Questioning-Techniques; *Reading-Comprehension; *Reading-Instruction; *Reading-Strategies
AB: Describes the InQuest Procedure, which actively involves the reader or listener with narrative text through a combination of student questioning and spontaneous drama techniques. (FL)

AN: EJ352218
AU: Simmons,-Katy
TI: Children's Story Telling: What It Can Tell Us about Reading Difficulties.
PY: 1987
JN: Reading; v21 n1 p43-52 Apr 1987
DE: Child-Development; Elementary-Education; Language-Acquisition; Males-; Reading-Ability; Reading-Instruction
DE: *Language-Usage; *Oral-Language; *Reading-Diagnosis; *Reading-Difficulties; *Reading-Research; *Story-Telling
AB: Reports findings of a study that investigated the relationship between boys' reading ability and their use of specialized linguistic features in oral story telling. Contains transcripts of stories told by some subjects in the study. (FL)

AN: EJ313460
AU: Simpson,-Michele-L.; Thomas,-Keith-J.
TI: A Comparison of Oral and Written Text: A New Perspective.
PY: 1984
JN: Reading-Psychology; v5 n3-4 p253-66 1984
AV: UMI
DE: Academic-Aptitude; Grade-10; Integrated-Activities; Secondary-Education
DE: *Educational-Theories; *Listening-Skills; *Oral-Language; *Reading-Research; *Reading-Skills; *Written-Language
AB: Finds no significant differences for immediate learning for students presented material orally and those presented the same material in written form. Shows, however, that students in the oral presentation mode performed significantly better than those in the reading mode on measures of delayed learning. (FL)

AN: EJ357972
AU: Smith,-Deonne
TI: Talking with Young Children about Their Reading.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n2 p120-22 Jun 1987
AV: UMI
NT: Focused Theme Issue: Talk in Classrooms.
DE: Reading-Research; Teacher-Role
DE: *Group-Discussion; *Individualized-Instruction; *Oral-Language; *Reading-Instruction; *Teacher-Student-Relationship; *Teaching-Methods
AB: Discusses how teachers can plan time for talking with their students. The techniques proposed are circle time, where the students sit in a circle around the teacher and talk about reading, and individual interviews, where teachers converse one-on-one for 5 to 10 minutes with students. (SKC)

AN: EJ271060
AU: Staab,-Claire-F.
TI: Classroom Practices for Facilitating Oral Language: Improving Semantic and Syntactic Cuing Systems.
PY: 1982
JN: Reading-Improvement; v19 n4 p250-56 Win 1982
AV: Reprint: UMI
DE: Elementary-Education; Semantics-; Syntax-
DE: *Class-Activities; *Content-Area-Reading; *Context-Clues; *Oral-Language; *Reading-Instruction
AB: Presents five principles for restructuring classroom activities to obtain a maximum amount of oral language. Claims that by expanding children's oral language, their semantic and syntactic cuing systems to print will also be strengthened. (FL)

AN: EJ348985
AU: Stabb,-Claire

TI: What Happened to the Sixth Graders: Are Elementary Students Losing Their Need to Forecast and to Reason?
PY: 1986
JN: Reading-Psychology; v7 n4 p289-96 1986
AV: UMI
DE: Cognitive-Processes; Comparative-Analysis; Critical-Thinking; Grade-6; Intermediate-Grades; Reading-Instruction
DE: *Abstract-Reasoning; *Language-Usage; *Oral-Language; *Reading-Research
AB: Shows that sixth-grade students did not use as much oral language for forecasting and reasoning as did third-grade students or students in kindergarten when their language was recorded under similar conditions. Suggests that perhaps the very process of schooling inhibits students' need to think creatively and to reason. (FL)

AN: EJ316548
AU: Stewig,-John-Warren; Vail,-Neil-J.
TI: The Relation between Creative Drama and Oral Language Growth.
PY: 1985
JN: Clearing-House; v58 n6 p261-64 Feb 1985
AV: UMI
DE: Curriculum-Enrichment; Elementary-Secondary-Education; Grade-7; Instructional-Materials; Language-Skills
DE: *Creative-Dramatics; *Language-Acquisition; *Language-Research; *Oral-Language
AB: Presents a mixed picture of the influence of classroom drama lessons on students' oral language growth. Demonstrates that time can be taken from the regular language arts program and given to drama without adverse effect in the development of students' oral language. (EL)

AN: EJ381790
AU: Strickland,-Dorothy-S.; Morrow,-Lesley-Mandel
TI: Reading, Writing, and Oral Language (Emerging Readers and Writers).
PY: 1988
JN: Reading-Teacher; v42 n3 p240-41 Dec 1988
AV: UMI
DE: Class-Activities; Language-Acquisition; Primary-Education
DE: *Classroom-Environment; *Oral-Language
AB: Advocates the development of oral language along with emergent literacy. Notes that classroom environment is essential to oral language development, and suggests ways to support children's language development, such as providing firsthand experiences with their environment, and focusing on materials and events relevant to their lives. (MM)

AN: EJ373581
AU: Vanderplank,-Robert

TI: Implications of Differences in Native and Non-Native Speaker Approaches to Listening.
PY: 1988
JN: British-Journal-of-Language-Teaching; v26 n1 p32-41 Spr 1988
DE: Cognitive-Ability; Listening-Skills; Native-Speakers; Oral-Language
DE: *English-Second-Language; *Listening-Comprehension
AB: Compares the ways native and non-native speakers listen to English. Results indicated that native speakers could bias their listening from context but that non-native speakers could not. (CB)

AN: EJ375133
AU: Vejleskov,-Hans
TI: Social and Intellectual Functions of Language: A Fruitful Distinction?
PY: 1988
JN: Journal-of-Multilingual-and-Multicultural-Development; v9 n1-2 p61-66 1988
DE: Language-Patterns; Preschool-Children
DE: *Discourse-Analysis; *Oral-Language; *Sociolinguistics-
AB: Discusses the results of a study of utterance functions in preschool children to demonstrate that, within a certain conversation, whether social or intellectual, subjects may make both social and intellectual utterances, rendering distinction between the two types of utterances very dubious. (Author/CB)

AN: EJ274244
AU: Wade,-Barrie
TI: Rhyming with Reason.
PY: 1982
JN: Children's-Literature-in-Education; v13 n4 p188-94 Win 1982
AV: Reprint: UMI
DE: Childhood-Attitudes; Concept-Formation; Elementary-Education; Teaching-Methods; Verbal-Development
DE: *Childrens-Literature; *Language-Enrichment; *Oral-Language; *Poetry-; *Verbal-Learning
AB: Discusses the value of rhymes in developing children's concepts of story and pleasure in reading. (HOD)

AN: EJ371921
AU: Wagner,-Betty-Jane
TI: Research Currents: Does Classroom Drama Affect the Arts of Language?
PY: 1988
JN: Language-Arts; v65 n1 p46-55 Jan 1988
AV: UMI
NT: Themed Issue: Drama as a Learning Medium.
DE: Dramatic-Play; Dramatics-; Elementary-Education; Oral-Language; Reading-Improvement; Research-Problems; Writing-Improvement

DE: *Drama-; *Educational-Research; *Research-Needs
AB: Presents an overview of research on classroom drama which shows that its use produces positive effects on children's reading, writing, and oral language. Suggests additional questions requiring exploration, and urges researchers to emphasize qualitative rather than quantitative analyses. (ARH)

AN: EJ320042
AU: Wagner,-Klaus-R.
TI: How Much Do Children Say in a Day?
PY: 1985
JN: Journal-of-Child-Language; v12 n2 p475-87 Jun 1985
DE: Language-Research; Preadolescents-
DE: *Audiotape-Recordings; *Child-Language; *Discourse-Analysis; *Oral-Language; *Speech-Habits
AB: Describe studies in which day-long recordings were made of nine-year-old children's spontaneous speech. Results indicate that: (1) children aged five to 15 speak some 20,000 words of discourse per day in about two to three hours of pure speaking time; (2) they have an active vocabulary of some 3,000 word-form types. (SED)

AN: EJ343651
AU: Wason-Ellam,-Linda
TI: Storytelling Extends Literary Language.
PY: 1986
JN: Highway-One; v9 n2 p33-39 Spr 1986
DE: Dramatic-Play; Elementary-Education; Holistic-Approach; Listening-Skills; Reader-Text-Relationship; Role-Playing; Story-Grammar
DE: *Child-Development; *Language-Acquisition; *Language-Experience-Approach; *Oral-Language; *Story-Telling; *Teaching-Methods
AB: Describes and provides examples of how storytelling can help develop children's language ability. Argues that the goal is not to teach children language but to create an environment that will allow language learning to occur naturally. (SRT)

AN: EJ362539
AU: Watson,-Alan-J.
TI: Conceptual Reasoning in Reading: A Complex Seriation of Meaning.
PY: 1987
JN: Australian-Journal-of-Education; v31 n2 p161-72 Aug 1987
DE: Foreign-Countries; Grammar-; Oral-Language; Reading-Comprehension; Vocabulary-; Word-Recognition; Young-Children
DE: *Concept-Formation; *Language-Acquisition; *Reading-Processes; *Reading-Skills
AB: A cognitive-developmental view of reading was tested with 100 four-year-olds by examining the relationship between conceptual reading (multiple seriation and perceptual regulations), oral language

(vocabulary and grammatic production), and reading (word recognition and comprehension). Findings suggest that language-learning explanations of reading may not be sufficient. (MSE)

AN: EJ293066
AU: Wilkinson,-Louise-Cherry
TI: Research Currents: Peer Group Talk in Elementary School.
PY: 1984
JN: Language-Arts; v61 n2 p164-69 Feb 1984
AV: UMI
NT: (Thematic Issue: Talk)
DE: Classroom-Communication; Elementary-Education; Oral-Language
DE: *Classroom-Research; *Learning-Processes; *Peer-Teaching; *Teaching-Methods
AB: Examines requests for information and action in peer-directed groups of children engaged in learning specific skills. Concludes that (1) children who use information requests effectively obtain higher test scores, (2) children can help each other learn, and (3) encouraging small group talk about a task promotes academic and social learning. (HTH)

AN: EJ345996
AU: Wishon,-Phillip-M.; And-Others
TI: Facilitating Oral Language Competence: The Natural Ingredients
PY: 1986
JN: Childhood-Education; v63 n2 p91-94 Dec 1986
AV: UMI
DE: Early-Childhood-Education; Language-Acquisition; Literacy-
DE: *Child-Caregivers; *Competence-; *Learning-Strategies; *Oral-Language; *Young-Children
AB: Maintains that by focusing on natural strategies to facilitate language interaction, adults can become instrumental in expanding the foundations of literacy of young children. Strategies include planning stimulating learning experiences utilizing contextual cues; encouraging personalized development of child language events; anticipating and expanding (word) meaning; and utilizing linguistic expansion. (BB)

AN: EJ350902
AU: Wood,-Judy-W.
TI: Adapting the Presentation of Academic Content.
PY: 1987
JN: Academic-Therapy; v22 n4 p385-92 Mar 1987
AV: UMI
DE: Mainstreaming-; Oral-Language; Reading-Instruction; Writing-Instruction
DE: *Class-Activities; *Language-Arts; *Learning-Disabilities; *Media-Adaptation; *Teaching-Methods
AB: Changing the presentation of a lesson can clarify instruction for

the mainstreamed learning-disabled student and reinforce instruction for other nondisabled students. Examples are given of modifications for language arts activities, including adaptations for oral language, reading, writing, and language process and grammar. (CB)

AN: EJ272427
AU: Wood,-Karen-D.; Robinson,-Nora
TI: Vocabulary, Language and Prediction: A Prereading Strategy.
PY: 1983
JN: Reading-Teacher; v36 n4 p392-95 Jan 1983
AV: Reprint: UMI
DE: Basal-Reading; Language-Acquisition; Primary-Education; Prior-Learning; Reading-Research
DE: *Beginning-Reading; *Oral-Language; *Prediction-; *Reading-Instruction; *Reading-Readiness; *Vocabulary-Development
AB: Provides several types of prereading activities that combine into one strategy stressing vocabulary, oral language development, and prediction. (FL)

AN: EJ305341
AU: Yaden,-David-B., Jr.
TI: Inner Speech, Oral Language, and Reading: Huey and Vygotsky Revisited.
PY: 1984
JN: Reading-Psychology; v5 n1-2 p155-66 1984
AV: UMI
DE: Learning-Processes
DE: *Inner-Speech-Subvocal; *Linguistic-Theory; *Oral-Language; *Reading-Instruction; *Reading-Processes
AB: Summarizes Huey's and Vygotsky's characterization of inner speech and posits that Vygotsky's description of the inner speech process is optimal for explaining the role of oral language in the reading process despite objections from psycholinguists regarding the disparity of speech between silent and oral reading. (FL)

AN: EJ357970
AU: Zubrick,-Ann
TI: Oral Narrative in Young Children: Implications for Early Reading and Writing.
PY: 1987
JN: Australian-Journal-of-Reading; v10 n2 p97-99 Jun 1987
AV: UMI
NT: Focused Theme Issue: Talk in Classrooms.
DE: Beginning-Reading; Class-Activities; Communication-Research; Elementary-Education; Reading-Instruction; Speech-Communication; Speech-Skills; Writing-Instruction; Writing-Skills
DE: *Classroom-Observation-Techniques; *Group-Discussion; *Oral-Language; *Story-Telling; *Teaching-Methods
AB: Suggests that observations of young children's story constructions

can be used to help teachers provide appropriate oral language experiences in classroom programs for beginning readers and writers. (SKC)

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